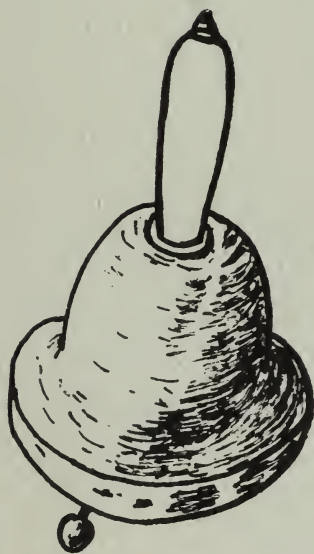


LAWRENCE PUBLIC SCHOOLS

1977

1978

ANNUAL REPORT



LAWRENCE
PUBLIC SCHOOLS

LOCAL
HISTORY

1
3
AW
77

For Reference

**Not to be taken
from this library**

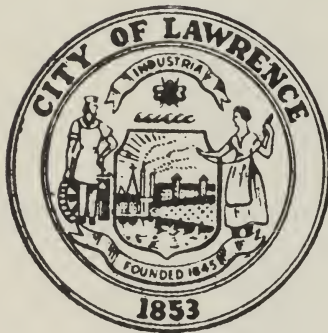
**LAWRENCE PUBLIC
LIBRARY**

**51 Lawrence Street
Lawrence, Massachusetts
(978) 682-1727**

Established 1872

LAWRENCE PUBLIC LIBRARY

**One Hundred Thirty-first
Annual Report
Lawrence Public Schools**



Lawrence, Massachusetts

1977 - 1978



Digitized by the Internet Archive
in 2017 with funding from
Boston Public Library

LAWRENCE SCHOOL COMMITTEE

July 1, 1977 - December 31, 1977
Term Expires December 31, 1977

Hon. John J. Buckley, Mayor
Chairman, Ex-Officio
10 Mt. Vernon Street

Mr. Walter V. Burns, Jr.
51 Emmett Street

Atty. Edward J. Callahan
69 Exeter Street

Mrs. Carole A. Schultz
611 Lowell Street

Mr. Stephen N. Zanni
20 Wilmot Street

January 1, 1978 - June 30, 1978
Term Expires December 31, 1979

Hon. Lawrence P. LeFebre, Mayor
Chairman, Ex-Officio
70 Congress Street

Mr. Walter V. Burns, Jr.
51 Emmett Street

Atty. Edward J. Callahan
69 Exeter Street

Miss Barbara A. Dooley
193 Bruce Street

Mr. Stephen N. Zanni
20 Wilmot Street

SCHOOL ADMINISTRATION

Maurice F. Smith
Ernest E. Zaik

Suzanne M. Piscitello

Joseph T. Harty

Superintendent
Assistant Superintendent in Charge of
Instruction
Assistant Superintendent in Charge of
Programs Financed by Other Than Local
Appropriations
Administrative Assistant

Directors, Coordinators, Supervisors

Mary M. McDonough
Francesco M. Benenati
Francis X. O'Connell
Fred Samia
James A. Stewart, Ph.D.
William G. Arvanitis
Walter R. Witkos

Director of Elementary Education
Coordinator of Title VII Program
Coordinator Non-Instructional Services
Coordinator Adult Action Center
Director Pupil Services Department
Principal Evening High School
Supervisor Custodians

SCHOOL CALENDAR

For

1977-1978

Sept. 6	— Teacher Orientation	Jan. 3	— Schools Reopen
Sept. 7	— Schools Open	Jan. 16	— Martin Luther King Day
Oct. 10	— Columbus Day		
Nov. 11	— Veterans Day	Feb. 20-24	— Winter Recess
Nov. 23	— Close at Noon	Mar. 24	— Good Friday
Nov. 24-25	— Thanksgiving	Apr. 17-21	— Spring Recess
Dec. 23	— Schools Close	May 29	— Memorial Day
Dec. 26-30	— Christmas Vacation	June 23	— School Ends

SUPERINTENDENT'S ANNUAL REPORT

1977 - 1978

To summarize the highlights of the 1977-1978 school year, this report relates to significant events which in the opinion of the Superintendent of Schools will have a great influence on the Lawrence Public Schools.

Significant Events

I. Lawrence High School

- A. The City Council, School Committee, and School Building Advisory Committee met on many occasions to facilitate the many steps to be taken before final decisions are made.
- B. Henneberg & Henneberg presented drawings of final design on April 25, 1978.
- C. On April 26, 1978, various groups reconvened at the Library and reviewed the drawings.
- D. On May 1, 1978, the Committee voted to renovate the existing building at Lawrence High School and provide needed alterations at other facilities.

II. Chapter 766

- A. Program Audit — The report consisted of commendations, non-compliance issues, and problem areas in each of the following:

- Staff Development and administration
- Core evaluation
- Program delivery
- Public communication
- Kindergarten screening (services for three-and four-year olds)
- Physical facilities
- Transportation
- Finance

Dr. James Stewart spent time reviewing this report with the School Committee, Central Office personnel, Administrative Council, and members of the Special Services Department. The commendations in this report are many, and every effort is being made to comply with those areas listed as violations.

- III. Police Development has contributed a great deal toward the smoother operation of all phases of the School Department. During this year, the following policies were adopted:

- A. Operational and personnel procedures to be followed in the conduct of nonlocally funded programs.
- B. Procedures related to use of consultants
- C. Awards for achievement
- D. Core curriculum for Lawrence High School

The constant changes in policies and regulations reflect the thinking of the Committee and staff recommendations.

IV. Central Office Space

The search for space to house the Administrative Staff has been ongoing throughout this year. With most of the staff housed in cramped space at 375 Common Street, and Special Services Department occupying an area at the Rollins School, the Committee continually tried to find adequate room at a reasonable cost. This need is great in order to provide the coordination necessary in the development of programs.

V. Federal Programs

Much Committee time was devoted to the discussion and approval of many positions and programs. The complexity of the Federal Funding Procedures and Timelines caused the Committee to delve into the programs.

VI. School Year

School was in session for 178 days rather than 180. The Department of Education granted a waiver of four days because of the severe storm in February.

ANNUAL REPORT 1977 - 1978

ELEMENTARY SCHOOLS

The staff of the elementary schools has once more met the many challenges of an urban school system with a professionalism that is unsurpassed.

Quality education is our goal, and the staff commitment is evident.

Basic Skills

The Continuous Progress Reading Program has been revised and printed this year. This represents our commitment to provide each student with a program designed to meet his needs.

Parents are also involved in this program through letters of notification as students move from one level to another.

An outside reading requirement is also part of this program.

Every teacher has received a scope and sequence chart in each discipline which indicates the grade level at which the average student should accomplish a specific skill or gain an understanding. This has been most helpful.

A committee made up of classroom teachers from schools, members of the Reading Department, and principals met on a regular basis to review current basal programs and provide coordination in target area.

Other elementary teachers served on the committees currently revising the Science and Social Studies Curricula.

The professionalism of these staff members is certainly noteworthy.

Right to Read

The kindergarten teachers were once more involved in the language experience program developed under the direction of Sister Marilyn MacGregor.

Kindergarten children are able to move from one activity to another with little difficulty.

It is a pleasure to see the growth made in readiness skills with this program.

Spelling Bee

The city-wide elementary Spelling Bee was held in May under the direction of John Benjamin and Martha Smith.

Mr. Walter Pearson has very generously increased the Farrington Fund in order to provide larger prize awards.

Each year the contestants show a higher level of competency.

Art

The Art Department has given students many opportunities to work with different media.

In June, a very colorful art exhibit at the Lawrence Public Library was well received by parents and other members of the community.

Music

The elementary instrumental program entered its second year, and the program continues to grow.

Programs have been held in the various schools which provide opportunities for many students to participate in chorus work.

Gifted Program

This program was instituted during this year. Third grade students at the Rollins identified as gifted were involved.

The initial program provided extended experiences and work with the Peabody Museum in the student's area of interest.

Mrs. Kennedy and her staff are to be commended for their efforts.

Activities in the various schools are as follows:

Arlington

The "Challenge program" initiated last year for the more capable students was further developed to provide children with supplementary independent programs.

In October, the Library Program was instituted with parent volunteers providing the help needed for filing and story hours. One volunteer devotes three days a week to this project.

During the Thanksgiving and Christmas holidays, the children entertained at the Nevins Home. The residents of the home, in return, have made classroom materials. A good lesson is caring and sharing.

Breen

Many classes presented plays on the culture, customs, songs and background of people in other countries. This project was developed with the Reading Program which included stories about this country.

The achievement of the stated objectives in basic skills' areas was not important.

Bruce

The outstanding accomplishment is the expanded use of the school library, staffed by an all volunteer staff. The library is most attractive and represents the work of several dedicated mothers.

Frost

This year a primary behavioral class was added. Both special needs and regular staff members are to be commended for their dedication and cooperation.

Parent volunteers in the library have been an excellent help. Other than a little technical advice, they have been able to operate this program very efficiently.

Improvements have been made in the language arts' area.

Hennessey

The staff at the Hennessey School has worked diligently to provide for the variety of programs housed here.

It has meant that all support services were evaluated and their place in the regular program identified.

Many groups have met here during the year, including the on-site visit of the Massachusetts Right to Read Project Director.

Lawlor

Significant events at the Lawlor included the following:

1. Improved public relations
2. Curriculum development with the implementation of multi-basal reading system
3. Staff development — Principal conducted workshops
4. Reading workshops for aides conducted by reading specialists

Leahy

The staff did an outstanding job in dealing with approximately 80 special needs students.

The problems of population mobility is evident here when 261 new students entered and 265 left. (This does not include sixth graders going to Junior High.)

This school provides many activities of a multi-cultural nature, and parents, staff and students seem to work together in an effort to improve programs.

Leonard

Designed new language program for kindergarten. This program meets specific needs of kindergarten pupils at Leonard School. Program will be expanded threefold next year.

A new approach to image building by:

1. Teacher/student designed backdrops
2. Musical play involving:
 - classroom teachers
 - music teacher
 - art teacher
 - students

Continued growth and redesign (where needed) of existing:

- Math Program
- Language Arts Program
- Social Studies Program
- Physical Education Program

Park St.

Parental involvement has continued to be an objective of the staff. Several newsletters were published, and parents worked together to provide help for others at Christmas.

The use of Lawlor School auditorium for physical education and programs has been made possible by cooperation of both staffs.

Rollins

College Bowl —

Grade Six classes participated in an activity similar to TV's College Bowl Game. Finalists were selected to participate after many contests were held in their rooms. Questions were based on material learned to date. This provided an in-depth review for students. All areas of subject matter were included. Teachers constructed buzzers and lights similar to the actual program. Students are very enthusiastic about this event. It is a pleasurable activity which provides opportunity for in-depth review of the year's academic achievement.

Mini Courses —

This is the fifth year that mini courses have been offered at the Rollins School, and they are still a very successful activity! A complete resource guide has been developed which includes objectives, materials, activities, and evaluation of all courses offered in five years. With the development of mini courses, the school's curriculum has been enriched through exposing students to a variety of activities which can be utilized during their leisure time. This multi-ages activity helps develop a positive self image among students and contributes toward developing a more positive teacher-student rapport. Students are encouraged to develop talents and creativity. At the completion of each course, the students very enthusiastically display their accomplishments and/or perform for the entire school. Because the students have a freedom of choice, they become more responsible and express great interest in completing assigned projects, resulting in an efficient use of school time during an enjoyable period. A complete list of courses and descriptions are available.

Science Fair —

During the first week in June, the fifth grade students presented a science fair for the entire school and parents. This project was developed by a practice teacher under the direction of Mrs. Fluet. The students worked individually and in small groups to prepare for this event. Each student had a specific task to complete: construct charts, make diagrams, prepare models, and present oral reports. Individual learning styles were considered so that all students would be able to participate in this event.

Reading —

Each classroom has devoted a minimum of fifteen minutes daily to leisure reading. Teachers joined the students during this reading time.

- School and public library books are made available to students in each room.
- Students may bring in books to read and share with other class members.
- Some classes initiated book sharing activities whereby students performed activities such as posters, puppets, character pictures, diagrams, reports, etc.
- In some classes, slides were shown depicting various hobbies. Students were encouraged to investigate some of these hobbies through reading.
- Books and corresponding tapes were used by some groups of students.

Hopefully, all these activities encouraged students to develop an interest in reading and stimulated them to read at home. Next year we will add to the list of activities.

Math —

Progress charts developed last year by the staff were utilized this year. Each child has a chart in his/her folder specifying each skill mastered, taught, or which needs improvement. These charts will follow the students from Grade 3 to Grade 6. Through the utilization of these charts, students will receive the level of instruction appropriate to his/her needs. In September students were grouped for math according to these charts. We started groups for math this year, but only after a few months of evaluation. These charts should provide an early grouping in the next school year.

Foreign Languages —

Once again this year teachers from the Oliver Junior High came to the Rollins once a week to conduct classes in Spanish and French for sixth grade students whom the teachers felt could handle these courses. Students have been very successful and have progressed rapidly.

Salem St.

A student handbook was published which gave parents and students a complete description of staff, rules and philosophy.

Sixth grade teachers have continued developing the individual multimeter program.

Saunders

A slide tape presentation on reading at the Daniel Saunders School was developed and shown to parents to create better understanding and communication between school and the parents.

The use of parent volunteers, once again, allowed us to operate a weekly take home library program for students.

School newsletters were sent home to keep parents better informed on different things that take place in the school.

A parent advisory council met on a regular basis to support the objectives of the school.

Seventy percent of the teaching staff are now active members of the Merrimack Valley Reading Council.

A diagnostic reading system was developed and implemented this year.

Storrow

During the year, the staff continuously worked on implementing and strengthening the objectives of the I.G.M. Program. The primary goal of the individually guided motivation curriculum is to motivate the children in the direction of self directed pro social behavior. The curriculum included the behaviors desired, the activities employed, and rating check lists to measure accomplishments and/or progress. This program is an interdisciplinary approach that spans three years at the Storrow School.

Tarbox

The Tarbox School retained the structured grading concept by the formation of one academically superior class for each of the grades. Other classes in the specific grades were structured heterogeneously.

A Language Arts Program was in operation which consisted of five homogeneously grouped levels in each of the three grades, structured according to achievement.

Departmentalization was initiated on a limited basis, whereby a teacher who felt most proficient in a given area would teach that subject on a class interchange basis.

A school newspaper was organized and supervised by Mrs. Christine Stralitz which contained articles and various criteria from students and teachers. It was professionally structured, and its format represented that of a commercial media.

A "student of the week" program for each of the classes was initiated by Mrs. Cunningham of Grade 4. The criteria for selection was not restrictive and open to the interpretation of each teacher. It was unique in its reward rationale, as the selected student would be part of a small, composite Polaroid picture, and those pictures were framed and hung in the outside corridors.

The Remedial Reading and Teacher Aide Programs under Title I continued to be most effective by providing individual academic aid to the low achievers in a small group, or even on a one-to-one basis where so necessitated.

The library continued its function as not only a source of reading materials for the individual student, but also as a resource center for groups as each class was scheduled for a full period of time on a weekly basis.

Wetherbee

A very successful Reading Program was set up and implemented on a cooperative basis by the reading specialist and the individual classroom teachers making extensive use of classroom libraries.

Mr. O'Connor devised a Math Program which allowed the fifth grade students to proceed at their own pace under his supervision.

Miss Cerullo worked out a "contract" system with the fourth graders in the areas of Math, Language Arts and Social Studies, with the result that there was a marked improvement in test scores.

A Spelling Program was instituted at all grade levels featuring a more intensive and concentrated approach. A gratifying result was the Wetherbee's walking off with top honors in the city-wide Spelling Bee at the fifth and sixth grade levels.

More than forty pupils, both boys and girls, received instruction on various musical instruments throughout the school year.

The Art Program was very popular as evidenced by the Wetherbee's substantial contribution to the annual school art exhibit.

* * * * *

The varied needs of the student population are being met through the programs and activities described.

All persons involved are to be commended.

Physical Education

We know that we need a strong physical education program complying with state regulations at all levels. At the elementary level, a strong physical education program with intramural participation at the fifth and sixth grade levels; at the junior high school level, strong physical education with increased intramural participation, and at the senior high school, strong physical education, intramural, and athletic programs to insure our competitiveness in the Merrimack Valley Conference and to meet the physical, psychological, social, and emotional needs of our students developing within these individuals a healthy self-image and a wholesome attitude toward activity.

Toward these aims, we have improved class size at the high school, junior high school, and elementary level, along with implementation at all levels in compliance with Federal (Title IX) and State Laws (622). We have been allotted, through School Committee budget approval, sufficient monies for equipment to increase and improve the physical education, intramural, and athletic offerings to the students of Lawrence.

At the elementary level, we have assigned teachers to as few schools as possible so that there will be a better principal-teacher-student relationship.

Our long range plan is to move toward implementation of State law Chapter 71, Section 3 (presently being revised) and increase the time allotment as existing facilities and additional personnel will allow.

PUPIL SERVICES DEPARTMENT

In earlier reports, the reader was provided with figures to show that since Chapter 766 commenced in September 1974 the number of students serviced has been increasing and the total costs have been escalating. Those trends continued in 1977-1978.

FIGURE 1

Special Needs Students in Lawrence served under the provisions of Chapter 766:

	1975-1976	1976-1977	1977-1978
n	1,159	1,292	1,433
F.T.E. 's	360.6	412.7	477.2
%	11	12	13

COMMENTS:

- (a) In each of the three years reported the typical special needs student spent approximately 30% (F.T.E. 's) of his daily program in special education and the balance in regular program offerings.
- (b) For the third year in succession (allowing for overlaps caused by the same student being in 2 or more prototypes) there is an increase in the percentage of the population receiving services.
- (c) The current 13% rate is slightly above the national expectation (P.L. 94-142) of 12% but that is understandable in an inner city.

It is logical to expect the percentage to continue upward to from 14 to 18 percent.

FIGURE 2

The Annual Special Needs Direct Program Cost Based on Full Time Equivalencies.

	1976-1976	1976-1977	1977-1978
Total Direct Costs	1,033,935	1,232,945	1,790,435
Average FTE's	306.6	412.7	477.2
Per Pupil Costs	2,867	2,990	3,752

COMMENTS:

- (a) In 1977-1978 the Lawrence costs reached a comparable level (Compare \$3,797) to the average state costs of two years earlier.
- (b) The cost increases were related to:
 - 1. Increased tuitions established by the Rate Setting Commission.
 - 2. Increased salaries through negotiations.
 - 3. Increased personnel to meet state audit requirements.
 - 4. Increased transportation costs.
 - 5. Inflation.
- (c) It is logical that when the statewide figures for 1977-1978 are made available they will also have increased sharply. Lawrence's costs will unquestionably continue to fall substantially below the averages for the Commonwealth.

DISTRICT TESTING HIGHLIGHTS

On June 19, 1978 a report was prepared for the School Committee and public comparing tests scores by given grades and schools in certain subject areas. Highlights of the public report were:

Grade 3

Significant improvements in measured reading scores were recorded between 1976 and 1977 in 5 of the 12 schools; no change was recorded in 5 and two schools had declines.

Grade 5

Reading comprehension scores declined in six of the seven schools between 1976 and 1977.

Grade 8

Both Junior High Schools improved significantly in reading between 1976 and 1977. One school was now at the national average and the other was a year below.

ANOTHER NOTEWORTHY HAPPENING

During the month of October 1977, the Department of Education sent a 21 member program audit team to Lawrence for a three-day visit. Prior to the team's arrival hundreds of questionnaires were distributed to parents and educators requesting responses to questions related to the implementation of Chapter 766.

Lawrence received commendations on the following areas:

- (a) Recruitment standards of excellence for professional staff.
- (b) Establishing a pattern of using Pupil Study Teams before making a referral under Chapter 766.
- (c) Modifying the regular education curriculum to meet the special needs of students.
- (d) Maintaining the confidentiality of student documents.
- (e) Writing clear educational plans.
- (f) Continuing services during the summer of 1976 although not required to do so.
- (g) Keeping fine logs and fiscal ledgers.
- (h) Having special needs classes in every school.

Lawrence was found to be in non-compliance in the following areas:

- (a) No formal in-service training program.
- (b) Insufficient support staff in areas such as speech, counseling and social work.
- (c) Bi-lingual students not being referred because staff is English dominant.
- (d) Insufficient programs for the 16-21 year group.
- (e) Lack of on-going public information articles.

- (f) No well defined outreach program for three and four years olds with substantial disabilities.
- (g) Inadequate and/or inferior physical facilities in eleven of the eighteen schools.
- (h) Transportation vendors failing to adhere to state laws and regulations re vehicle inspections, overloading, etc.

In March of 1978, the Lawrence School Committee responded to the audit by including new personnel in the 1978-1979 budget and by addressing issues relating to physical space and transportation.

The following personnel were added:

- 1 Elementary Bilingual Special Needs Teacher
- 1 Elementary Moderate Special Needs Teacher
- 1 Senior High Moderate Special Needs Teacher
- 1 Elementary Speech Therapist
- 1 Secondary Speech Therapist
- 1 Bilingual Psychologist
- 1 Bilingual Chairperson
- 1 Clerk
- 2 Secondary Bilingual Special Needs Teachers
- 1 Elementary Assistant Principal
- 5 Aides

ADULT BASIC EDUCATION PROGRAM

OVERVIEW

Like the "back to nature" movement, so popular of late, a movement was begun during the past year by the Adult Basic Education Program and the Adult Action Center to "take education to the student" in some instances by establishing "in-house" programs. Some of these were with public agencies, while others were with private industry. More than 40 students were so involved.

There was also a cooperative "reaching out" to train people for the world of work and to re-train many whose employment had been jeopardized by foreign competition. Under the Trade Readjustment Act, more than 25 persons were helped on their way to new jobs.

More emphasis was put on Adult Performance Level information to provide life coping skills. This was handled through the regular curriculum and through programs arranged with other agencies in the area.

Continuing cooperation with the surrounding LEA administrators has provided half a dozen young people with an opportunity to make up credits necessary to win high school diplomas. Arrangements with the county sheriff's office allowed for a much fuller program of education for approximately 45 inmates of the local jail and house of correction. About 12 residents of the local Correctional Alternative Center also gained by the cooperative effort.

Tutorial programs were implemented in cooperation with the Massachusetts Rehabilitation Commission. Both native-born and foreign-born were included among those taught.

PROGRAM HIGHLIGHTS

Among the highlights of the year was the Literacy Volunteer Training Program. Through the offices of CETA, a recruiter/trainer position was established. Six volunteers were trained, and they will be used at the Adult Action Center during the coming year.

During the past year, education contracts were effected with CETA, taking in the following: Public Service Employees; Special Work Training Program; and a full time education program that was implemented in conjunction with Northern Essex Community College. Some 30 clients were involved in the latter program.

An English-as-a-Second Language contracted course for 22 employees of Compugraphic in Wilmington proved a success, so that, following an Awards Day program at the plant, officials of the company announced that they would sponsor another project in the fall of 1978.

More than 50 young men in the local and county correctional systems were helped by programs established in conjunction with county officials under a contract within the guidelines of a human services project. The results were significant enough to warrant consideration for immediate continuation of the program.

Another benefit to the community was the establishment of individual A.B.E. programs and an ESL class for people who had been hurt by shoe imports. The project was implemented with the cooperation of the Division of Employment Security through the Trade Readjustment Act. Approximately 20 persons were served in this manner.

A new Spanish G.E.D. class proved to be a big success and will be continued as part of the regular curriculum.

Linkages continue to be maintained with other public and private agencies such as the Welfare Office, the Massachusetts Rehabilitation Commission, the area Probation Departments, the community schools and colleges, and private industry and business.

LIFE-COPING SKILLS

Among the Adult Performance Level courses given to develop life-coping skills were the following: Coronary Pulmonary Resuscitation (CPR); Multi Media First Aid; Lead Poisoning; Health Planning; Consumer Education; the World of Work, including job applications and job interviews; value clarification; housing; and behavior problems.

Included here, also, were extra-curricular activities that included the following: a visit to the Museum of Fine Arts; a field trip to the Eagle-Tribune plant to understand "the making of a newspaper"; a trip to Danvers State Hospital; a walk around local historic sites; and a Blood Bank.

PROGRAM PROBLEMS

The cuts in Federal funds for 1977-78 created problems for the A.B.E. program, so much so that some of the individual projects (one in a housing settlement and one in the local jail and house of correction) were cut. Later, fortunately, the county provided funds for a contracted program through a Human Services project.

Because of severe inflationary trend, funds apparently will continue to be one of the major problems confronting adult education programs ... a problem that may receive some alleviation from contracts for educational services in both the public and private segments. The future thrusts will be to maintain these types of arrangements.

STATISTICAL RECAPITULATION

A total of 653 students was given educational assistance during the year at a cost of a little less than \$200 per student.

They came from all walks of life and all sections of Greater Lawrence, since the Adult Action Center is considered a "regional center" by the State Department of Education. Their goals and objectives were just as varied, from a strengthening of basic language and computational skills, to English-as-a-Second Language, to High School Equivalency certification, to a desire to obtain an automobile driver's license, to preparation for a job.

One hundred and twenty (120) were successful in their quest for a High School Equivalency certificate, including one man who was 79 years old. A half dozen persons were awarded grammar school diplomas. Among the other positive completions were the following: 160 who met their personal objectives; 32 who got jobs; and five who transferred to better jobs.

Among the more satisfying and positive programs developed at the Adult Action Center was the cooperative "alternative" program to help area high school students make up credit for their diplomas. Six students from Andover, North Andover and St. Mary's high schools were successfully helped through "contracts" established between them and their schools, with the A.A.C. and the A.A.C. staff acting as a resource facility and resource people.

PROFESSIONAL PERSONNEL — 1977 - 1978

ADMINISTRATIVE

Superintendent
Assistant Superintendents
Business Manager
Director of Elementary Education
Director of Pupil Services
Director of Physical Education & Athletics
Clerks & Secretaries
Coordinator Special Education
Coordinator Title VII
Director of Adult Education
Coordinator Non-Instructional Services
Supervisor Custodians

INSTRUCTIONAL

	Elementary	Junior High	Senior High
Principals	15	2	1
Assistant Principals	1	3	3
Regular Teachers:			
Male	37	35	45
Female	211	50	44
Pre-Kindergarten			
Kindergarten — Female	18		
Specialized Teachers:			
Reading Specialists	5	2	2
Speech	3	1	1
Hearing	2		
Perceptually Handicapped	16		
Mentally Handicapped	14		
Emotionally Handicapped	9		
Pre-School	1		
Guidance Counselors		4	5
School Liaison Officers (Title VII)		4	5
Core Evaluation Team	1	1	1
Librarians	1	1	1
Instructional Aides	105	12	12
Lunch Aides	31		
Maintenance	33	11	14
Food Service	9	8	
Noon Supervisory Aides	56		

Pupil Transportation

**1977-1978
Budget**

To Schools in Another Town or City	
Elementary Handicapped (45 Students)	71,295
Other than to and from School	
Athletic Transportation	
Junior High	1,540
Senior High	16,955
Field Trips	
Elementary	2,000
Junior High	500
Senior High	500
Band	2,000
Total other than to and from Schools	23,495
Municipal Garage	2,500
Total Transportation	297,104

BUSINESS DIVISION

	1977-1978 Budget
Salaries	9,684,460
Expenses	<u>2,258,772</u>
TOTAL	11,943,232

Accounts

Series	Title	
1000	General Control	177,920
2000	Instruction	8,741,254
3000	Other School Services	725,560
4000	Operation & Maintenance of Plant	1,144,635
5000	Fixed Charges	621,737
6000	Community Services	111,928
7000	Acquisition of Fixed Assets	41,098
9000	Programs with Other Systems or with Other than Public School	324,100
	Adult Basic Education	<u>55,000</u>
	TOTAL	11,943,232

TABLE 1

INSTRUCTIONAL SERVICES EXPENDITURES MADE FROM SCHOOL COMMITTEE APPROPRIATIONS

	1977-1978
Regular Day	7,751,705
Special Education	1,232,077
Bilingual	594,577
Occupational Day	17,152
Adult Education	129,520
Other Regular Programs	<u>31,351</u>
TOTAL	9,576,382

TABLE 2

PUPIL SUPPORT SERVICES

	1977-1978
1000	131,199
3200	136,077
4000	282,683
5200	133,350
7300	421,537
9500	1,484,899
8100	165,000
8200	32,130
5450	900,000
5400	<u>30,620</u>

TABLE 3
REVENUE FROM STATE AID
REVENUE FROM THE COMMONWEALTH

School Aid (Chaper 70)	3,339,746
Aid for Transportation (Chapter 71)	92,040
Aid for Bilingual Program	245,458
Aid to Occupational Programs (Chapter 74)	36,532
Aid to Special Education Programs	1,211,421
TOTAL STATE AID	4,925,197

TABLE 4
REVENUE FROM FEDERAL

	1977-1978
ESEA Title I Disadvantaged	816,474
Title IA	99,383
Title IV B Library	41,375
Title VII Bilingual Education	116,793
CETA Distribution	8,150
Occupational Education	49,367
Adult Education Title II & III	54,066
P-L 81-815 Aid to Impacted Areas-Constr.	38,463
Aid to Impacted Areas — Low Income Housing	53,538
Others	129,785
TOTAL	1,407,394

PUPIL ENROLLMENT

During 1977-1978 there were 9,768 different children enrolled. The average membership for the year was 7,826. The average attendance was 7,488. This is a decrease of 162 pupils over last year's total enrollment.

ATTENDANCE FOR YEAR ENDING JUNE, 1978

	1976-77	1977-78	Increase or Decrease
Total Enrollment	9,930	9,768	- 162
Average Number Belonging	8,692	7,826	- 866
Average Attendance	7,889	7,488	- 401
Percent Attendance	93%	93%	same
Whole Numbers	8,303	8,355	+ 52
High School	1,516	1,496	- 20
Elementary — Jr. High	6,792	6,859	+ 67
Adult Education & Evening	910	907	- 3
Adult Civic	112	134	+ 22

ENROLLMENT AND ATTENDANCE

	Total Enrollment	Average Membership	Average Attendance	Per Cent of Attendance
1967	9,971	8,062	7,570	.93
1968	10,340	8,177	7,562	.92
1969	10,539	8,596	7,753	.91
1970	11,821	9,486	8,562	.91
1971	12,501	9,951	8,795	.90
1972	11,160	9,751	8,658	.91
1973	10,980	9,295	8,074	.90
1974	10,530	9,010	8,190	.91
1975	10,330	8,714	7,889	.90
1976	9,930	8,307	7,484	.90
1977	9,768	7,826	7,488	.90

HIGH SCHOOL STATISTICS FOR THE 1977-78 SCHOOL YEAR

Average Membership	1,507
Number of Entering Class	566
Number of Graduates	258
Number of Teachers	100

NUMBER OF PUPILS IN EACH GRADE BELOW THE HIGH SCHOOL

	1973	1974	1975	1976	1977
Eighth	692	808	636	747	709
Seventh	765	677	795	749	691
Sixth	692	807	796	751	683
Fifth	787	814	784	728	742
Fourth	829	822	760	799	734
Third	840	753	833	786	738
Second	811	936	846	808	831
First	1,003	967	963	951	949
Kindergarten	819	844	845	872	758
Ungraded		42	42	50	83
TOTAL	7,485	7,370	7,312	7,241	6,918

The Size of Classes

The average number of pupils to a classroom teacher in the grades, reckoned on our customary basis, is at the present time 24.3. Last year at this time it was 26.6. In 8 of the buildings the average is higher than 24.2, and 9 it is lower.

**AVERAGE NUMBER OF PUPILS PER CLASSROOM TEACHER IN THE
ELEMENTARY AND JR. HIGH SCHOOLS**

	No. Belonging Oct. 1977	No. of Teachers	Average No. Pupils Per Teacher
Arlington	279	10	22.0
Breen	565	20	24.2
Bruce	834	30	24.0
Frost	395	15	21.3
Hennessey	465	15	27.0
Kane	527	28	18.8
Lawlor	202	7	23.1
Leahy	525	20	24.2
Leonard	375	13	25.0
Oliver	887	54	16.4
Park St.	200	8	25.0
Rollins	242	12	20.2
Salem St.	249	9	27.7
Saunders	228	9	22.5
Storrow	270	12	22.5
Tarbox	414	15	27.6
Wetherbee	261	10	26.1
TOTALS	<u>6,918</u>	<u>287</u>	<u>24.3</u>

**AVERAGE NUMBER OF ELEMENTARY AND JR. HIGH PUPILS
PER CLASSROOM TEACHER
OVER TERM OF TEN YEARS**

December, 1966	28.1
December, 1967	28.7
December, 1968	29.3
December, 1969	27.3
December, 1970	28.7
December, 1971	27.6
December, 1972	29.2
December, 1973	30.1
December, 1974	28.8
October 1, 1975	24.2
October 1, 1976	26.6
October 1, 1977	24.3

MEMBERSHIP IN OCTOBER 1977

	Oct. 1976	Oct. 1977	+ or - Oct. 76
Arlington	277	279	+02
Breen	597	565	-32
Bruce	837	834	-03
Frost	428	395	-33
Hennessey	466	465	-01
Kane Jr. High	583	527	-56
Lawlor	226	202	-24
Leahy	553	525	-28
Leonard	356	375	+19
Oliver Jr. High	927	887	-40
Park St.	230	200	-30
Rollins	269	242	-27
Salem St.	248	249	+01
Saunders	216	228	+12
Storrow	303	270	-33
Tarbox	448	414	-34
Wetherbee	277	261	-16
Ungraded	50	83	+33
	<hr/> 7,291	<hr/> 7,001	

PRINCIPALS OF ALL SCHOOLS

1977 - 78

Lawrence High School

Christopher Eichner

Junior High

Kane
Oliver

Carmen A. Iannuccilli
John J. Wilson

Elementary

Arlington
John Breen
Alexander B. Bruce
Robert Frost
James F. Hennessey
James I. Lawlor
Francis M. Leahy
James F. Leonard
Park Street
John R. Rollins
Salem Street
Daniel Saunders
Charles S. Storrow
John K. Tarbox
Emily G. Wetherbee

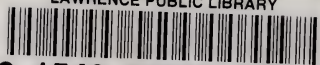
Barbara I. Dillon
Edward F. Parthum
John J. Callahan
Elizabeth T. Murphy
James F. Scully
Kathleen A. Borys
Joseph E. Twomey, Jr.
Vincent J. Caliri
Denise P. McCarthy
Claire A. Kennedy
Martha E. Smith
William R. Carey, III
Catherine H. Rivet
Joseph X. O'Neill
Charles P. Martin

RETIREMENTS

Name	School	Retirement Date	Began Service
Pasquel DeCorpo	Bruce — Custodian	9/1/77	2/62
George Dana	Leahy — Custodian	10/15/77	12/1/53
John J. DeMatto	LHS — Sheet Metal	10/28/77	9/13/55
Mona F. Hickey	Bruce	12/31/77	9/5/61
Rena Theberge	LHS — English	1/31/78	8/4/61
Francis Brennan	LHS — Custodian	2/4/78	6/9/47
Margaret Choquette	LHS — Clerk	5/24/78	2/27/65
Mary F. Lanigan	LHS — Music	6/30/78	6/9/48
Maria Scalora	Breen — Grade 3	6/30/78	6/9/48
Frank J. Whelan	Kane — Industrial Arts	6/30/78	6/10/48
R. Lorraine Johnson	Kane — Social Studies	6/30/78	9/57

LAWRENCE PUBLIC LIBRARY

LAWRENCE PUBLIC LIBRARY



3 1549 00391 128 5